HIGHLIGHTS

General Session
8:30 am - 10:15 am / Keynote Address: Pedro Noguera / Continental Ballroom

Exhibit Hall Events -- Grand Ballroom
9:00 am - 5:30 pm / Exhibit / Career Fair
9:00 am - 11:00 am / Coffee Service for all attendees
10:30 am - 5:00 pm / Author’s Corner
12:00 pm - 1:30 pm / Exhibit Hall Dedicated Viewing / Food Carts Available for Lunch Purchase
12:30 pm -1:30 pm / CABE Poetry Slam
1:30 pm / iPad Drawing
3:00 pm / Afternoon Snack
5:00 pm / Daily Exhibit Hall Drawings
5:30 pm / CABE 2016 Exhibit Hall Closes

Workshops, Institutes, Activities
7:30 am - 4:45 pm / Parent Resource Center / Plaza A
10:30 am - 2:30 pm / Administrative Leadership Symposium / Featuring Pedro Noguera, Laurie Olsen and more! / Imperial A
10:30 am - 6:00 pm / Workshop Sessions
10:30 am - 4:30 pm / Full Day Institutes
1:30 pm - 4:30 pm / Half-Day Institutes

Featured Speakers and Institutes
10:30 am -11:45 am / Nicoline Ambe / F. Isabel Campoy / José Luis Orozco / Dennis Parker / Ivannia Soto
1:30 pm - 2:45 pm / Anaida Colón-Muñiz / Magaly Lavadenz / Myriam Met / Anita Pandey
1:30 pm - 4:30 pm / Kate Kinsella
3:15 pm - 4:30 pm / Tonya Ward Singer / Joe Cepeda

Special Events
4:45 pm - 6:00 pm / CABE Film Festival /“Abrazos”
   Special Guest: Director Luis Argueta / Imperial A
7:00 pm - 9:00 pm / Seal of Excellence Award Banquet / Continental Ballroom
9:00 pm - 12:00 am / Seal of Excellence Dance / Featuring Band: AUGUST / Continental Ballroom
# PLAN YOUR DAY

**MORNING 8:00 am - 12:00pm**

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**AFTERNOON 12:00 pm - 6:00 pm**

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**EVENING 6:00 pm - 11:00 pm**

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GENERAL SESSION
8:30 am – 10:00 am
Continental Ballroom

Entertainment
José Luis Orozco and 123 Andrés

Welcome

Host
Esabel Cervantes
CABE Board of Directors, Region 2 Representative

CABE 2016 Honorary Chairs
Steve Betando, Superintendent, Morgan Hill USD
Jon R. Gundry, Superintendent, Santa Clara County Office of Education

Special Greeting
Yee Wan, NABE Board President

President’s Message
Karling Aguilera-Fort
President, CABE Board of Directors

Policy and Legislative Update
California Ed.G.E. Initiative, Senator Ricardo Lara

CABE Board Awards
CABE 2016 Corazón Award
Charlene Fried

Keynote Speaker

Pedro Noguera
UCLA

Closing and Announcements

CABE Thanks Our Gold Level Sponsor:
Making a Difference for English Learners

Throughout the United States, immigrant students and English learners are at great risk for school failure. High dropout rates and low levels of performance in most academic subjects are common particularly in many urban districts where schools lack the organization and expertise to meet student needs. This keynote address will present research on best practices for EL and immigrant students, and discuss the strategies utilized by schools that are succeeding in meeting their needs.

Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author of eleven books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University, Harvard University and the University of California, Berkeley. In 2014 he was elected to the National Academy of Education. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences, from the National Association of Secondary Principals, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.

Book signing immediately following session
Administrative Leadership Symposium

Friday, March 25, 2016 • 10:30 am-2:30 pm • Imperial A

PLANNING STRATEGICALLY FOR GLOBAL SUCCESS
Models for Sustainable Transformation

Participants who have pre-registered have priority seating. Lunch is provided.

OUTCOMES

• Create a space for like-minded leaders to convene and communicate around issues of 21st century excellence and equity for English Learners and other students.
• Engage participants in exploring strategic planning models for sustainable transformation that result in globally-competitive schools.
• Share processes for strategic integration and implementation of district and site plans to ensure 21st century equity and excellence for English Learners.
• Address the needs of English Learners through the LCAP process.
• Generate enthusiasm and excitement about deeply engaging our communities in envisioning high-level success for our students and schools.

DESCRIPTION

The Administrator Leadership Symposium will provide district and site leaders with a window into strategic planning processes that are models for sustainable transformation of an entire school district so it can achieve 21st century multilingual excellence and equity for English Learners.

This year’s symposium attendees will hear from the leadership of three California districts about their progress in designing and implementing forward-thinking student-centered strategic initiatives that drive the Local Control and Accountability Plan and that have dramatically changed both the WHAT and the HOW of the districts’ work.

This session will provide an exciting space for district and site leaders to access key information, research, support, and structures to successfully implement globally-competitive schools and funding policies and practices that yield 21st century success for English Learners and all other students.

Facilitated and organized by San Rafael USD and the CABE Board of Directors

PRESENTERS

• Karling Aguilera-Fort, CABE Board President & Assistant Superintendent, San Francisco USD
• Richard Carranza, Superintendent, San Francisco USD
• Kelly King, Assistant Superintendent of Educational Services, Glendale USD
• Raúl Maldonado, Superintendent, Palmdale SD
• José Manzo, Superintendent, Oak Grove SD
• Nellie Meyer, Superintendent, Mt. Diablo USD
• Pedro Noguera, Director, Center for the Study of School Transformation, Graduate School of Education and Information Sciences at UCLA
• Laurie Olsen, SEAL, Sobrato Family Foundation
• Francisca Sánchez, CABE Board Immediate Past President
Eradicating Learned Passivity - Reducing the Ranks of Long-Term English Learners

10:30 AM - 4:30 PM
Room: Tower 3-Taylor

Elizabeth Jiménez Salinas, GEMAS Consulting
Carmen Wood, Brentwood USD

Grade Level: 3-12
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Based on the research study Reparable Harm (2010) we will collaboratively model, discuss, and share proven instructional strategies and considerations for raising achievement in middle and high school Long-Term English Learners. We will share concrete strategies to increase engagement, raise achievement and reduce passivity such as the elimination of toxic questions, utilizing home language and culture, and crafting content and language objectives for student accountability. Spectacularly successful case studies utilizing Teacher to Teacher Professional Development will be shared.
In this session, a demonstration of a new app designed to monitor the academic oral language and listening experiences of ELs will be provided. Additionally, pilot data from the implementation of the app will be presented, as well as how Whittier City School District is using the app to monitor the progress of their ELs.

F. Isabel Campoy, Author
Alma Flor Ada, Author
Suni Paz, Suni Paz

• Putting Students in the Driver’s Seat: 15 Ways to Engage and Accelerate Struggling Learners

Achieving more than a year’s academic growth in a year is the gold standard for educating students who are typically below grade level in school. As teachers and students confront the increased rigor of the Common Core State Standards, the search for classroom strategies that can engage and accelerate under-performing students takes on new importance. This session will focus on 15 academic and classroom management strategies that all have one trait in common: they put students in the driver’s seat. These practices promote more engagement, more higher-order thinking, and more self-motivated acceleration across the curriculum than “good teaching” while preventing the disadvantages of “learned dependence.” Come and add a new dimension to your teaching!
•Groomed For Success: Raising Kids Who Excel in School and Life.

Every parent wants to raise successful children who prosper in every area of their lives – in relationships, financially, emotionally and physically. No parent wants to see their children struggle through life. However, something has got to give to raise well-rounded children who are balanced and excel in every area of life. It requires intentional parenting and implementing habits very early on that prepare children for who they are to become. This presentation will discuss specific ideas and principles that parents can implement at home to groom their children to excel in school, pursue high paying careers but also live a balanced, fulfilled and satisfying life as adults.

Book signing immediately following session.

•Songs, Games & Rhymes that Support Dual Language Learning

This highly interactive workshop demonstrates how to use songs, rhymes, rhythms and games in classrooms, on a daily basis, to enhance a child’s motor, language acquisition, literacy, social, cognitive and developmental skills, while promoting cultural diversity and positive self-esteem. Teachers learn to use music to develop phonemic awareness and vocabulary that leads toward fluency. The rich heritage of music from the Spanish-speaking world, used in both English and Spanish, teaches Latin American culture, history, and oral traditions. Teachers will practice methods of using movement, games, rhythm, rhyme, musical moods, call and response, differences and commonalities in culture/music, and be able to integrate these into their curriculum.
Changes in today’s world present us with challenges we must address positively so we can guide our children to have fruitful lives. In this workshop, we will explore and practice techniques and tools for adults to help children become self-managers. This includes: (1) a balanced sense of self; (2) strong interpersonal skills; (3) a sense of responsibility and motivation.

Let’s make strategies to support our English Learners with the Common Core and the Reading Foundational Skills. During this session we will connect the CCSS for Reading Foundational skills to specific strategies that support EL’s in the classroom. Come ready to make things that you can take back to your site and use right away.

In this workshop, I will present my current national research, exploring equity challenges in dual language immersion programs in grades TK-12. Specifically, my study researched School Principals who have led Dual Language Immersion programs throughout the U.S. in grades TK-12. Participants will hear current issues of equity as reported by educational leaders at the helm of today’s dual language immersion programs. This workshop presents study findings and themes, recommendations and implications for policy work and future research.
Integrating English Language Proficiency (ELP) and Common Core State Standards Using Action Plan, a Project GLAD Strategy

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 23/24

Lara Smith, Reynolds SD
Nicole Chávez, Orange County DOE

Grade Level: K-5
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Instruction and assessment aligned with the new CCSS and English Language Proficiency (ELP) Standards require teachers to use authentic task-based practices. Reynolds School District in Oregon recently launched a sheltered instruction initiative in which all teachers in grades K-6 receive initial training and on-going implementation support in Project GLAD®. The district emphasizes Project GLAD® strategy titled Action Plan as a way to design authentic performance tasks that integrate ELP and Common Core State Standards with community-based learning. Many teams of general education teachers and ELD specialists were involved in collaborative planning, teaching, and assessment of Action Plans during the 2014-2015 school year and will continue this work during the 2015-2016 school year. The presentation describes the process and the results of this work.

Tell Me More! Moving your students into deeper academic discussions in English and in Spanish using fine art images and real-world photographs.

10:30 AM - 11:45 AM
Room: Tower 3-Mason

Barbara Genovese-Fraracci, Fraracci Educational Services

Grade Level: K-12
Language: English
Strand: Arts Learning
Audience Level: New to Field/Experienced

This session will demonstrate concrete strategies that develop academic oral language in English and in Spanish. These strategies will allow teachers to drill deeper and hold students accountable through discussions about fine art images and real-world photos. Participants will receive handouts of “talk moves” in English and in Spanish that they can apply across the curriculum. They will also receive sample lessons in English and Spanish to try out in their own classrooms.

Work That Text! Teaching English Learners Using Informational Text, K-5

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 1

Alesha Moreno-Ramírez, Tulare COE

Grade Level: K-5
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Rich literacy experiences are critical to deepening comprehension and provide context for language development. This session will delve into strategies to engage English learners in meaningful interactions around complex informational text. We will employ speaking, listening, reading, and writing to build content knowledge and practice the academic language register. Let’s explore how we can use informational text sets, including picture books, to support implementation of the three instruction shifts in CA Standards with ELs in mind.
• Math Shelf: An iPad Mathematics Curriculum for Second Language Pre-K and Kindergartners

John Schacter, CSU San Jose

Grade Level: Preschool-2  
Language: English  
Strand: Early Childhood Education  
Audience Level: New to Field/Experienced

Early mathematics competency is the best predictor of young children's future academic success. Low-income children, and second language learners often enter Kindergarten one to two years behind in mathematics compared to their middle- and high-income peers. In this interactive session educators will play with a variety of virtual manipulatives, puzzles, and math games on iPads that build preschoolers and Kindergarteners conceptual understanding and fluency mathematics.

• English Literacy through Project Based Learning

Reyna García Ramos, Pepperdine University

Grade Level: 3-12  
Language: English  
Strand: English Language Development (ELD)  
Audience Level: New to Field/Experienced

The purpose of this hands-on workshop is to help classroom teachers develop techniques on how to use Project Based Learning (PBL) to help English learners further their English literacy in any classroom context. This workshop is interactive and will walk teachers through the steps on how to get started with Project based learning (PBL) in any classroom setting, K-12 and beyond. The workshop will be particularly tailored to demonstrate the joys of PBL with bilingual learners. Participants will create a project outline before they leave the workshop that crosses three disciplines; address the community context of students and meets Common Core State Standards.

• La educación financiera, como quedarse con más dinero al final del mes

Lettie Ramírez, CSU East Bay  
Susana Susana, Hayward USD  
Helmin Meneses, Hayward USD  
Ana María Rodríguez, Hayward USD

Grade Level: All  
Language: Spanish  
Strand: Parent and Community Engagement  
Audience Level: New to Field

Educación financiera, ejemplos de como las tarjetas de crédito y el interés que pagamos nos roban de nuestro dinero serán presentados. Ideas de como quedarse con mas dinero al fin del mes serán presentadas.

• Multimedia & Storytelling to Develop Voice in the Dual Language Classroom

Laura DuMond Kerr, Taso Municipal Schools  
Bernadine Santistevan, Wolf Dog Art and Education

Grade Level: 3-5  
Language: English  
Strand: Multicultural/Diversity Education  
Audience Level: New to Field/Experienced

This session highlights how multimedia and storytelling can be combined with culturally responsive teaching to develop Spanish and English-language skills, as well as strengthen students’ voice. Incorporated are best practices from Literacy Squared (e.g., Lotta Lara) and GLAD, as well as unique multimedia strategies and approaches we have developed (aligned with Common Core State Standards) that guide students in writing and orally expressing stories that are meaningful and academically challenging to them.
•Beginning a Dual Immersion Elementary Program

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 13
Ada Lukas, San Diego USD

Grade Level: K-5
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field

This presentation will be geared towards teachers, peer coaches, and administrators who are beginning a dual immersion (Spanish/English) program. We will focus on how to organize your professional development and professional learning communities to promote student success.

•The TALLK Project: Coaching Preschool Teachers of Dual Language Learners

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 12
Jenn Guerrero, Sonoma COE
Patricia Rendón, Sonoma COE
Elena Janred, Sonoma COE

Grade Level: Preschool
Language: English
Strand: Early Childhood Education
Audience Level: New to Field/Experienced

The Teachers Acquiring Language Learner Knowledge (TALLK) Project provides preschool teachers at state-funded schools with training and coaching in specific strategies for teaching Dual Language Learners. Sponsored by the Sonoma County Office of Education and drawn from the Preschool English Learner (PEL) Guide, the project endeavors to build language skills in both English and the students’ home language, through teacher professional development and parent education. Participants will gain information about a model for early education that has been proven effective in building language acquisition that could be replicated in a number of educational settings.

•First Year of Dual Language Immersion Implementation: Lessons Learned

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 2
Renae Bryant, Westminster SD
Shannon Villanueva, Westminster SD

Grade Level: All
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Through this interactive session participants will discuss ideas which can be readily applied to any dual language immersion program in the areas of: community outreach, task force building, master plan writing, public relations, leadership, organization/business/university partnerships, recruitment and more. Participants will learn about the successes and opportunities in implementing a new dual language immersion program, specifically the first Vietnamese Dual Language Immersion program in the state of California in Westminster School District.
How to Reduce Federal Program Monitoring (FPM) Findings

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 9

Hidali Garcia, Coachella Valley USD
Patricia Larios, Coachella Valley USD
Renee Miletic, Coachella Valley USD

Grade Level: K-12
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

Learn how the EL Services Department of one school district reduced its number of FPM findings from 52 to 5 in only two school years. This presentation emphasizes relationship building, preparation, organization, and collaboration to build the capacity of a local educational agency to sustain effective systems of service and accountability. Suggestions for addressing and resolving findings will be provided.

Comprehension Magic: Strategies that Work

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 4

Angela Barra, Mount Diablo USD
Sharon Zinke, West Contra Costa USD

Grade Level: All
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Quickly raise the reading levels of ELs who struggle with comprehension in English reading!! In the transition from native language proficiency to English, literacy can become a roadblock. Some students become strong decoders yet have great difficulty with vocabulary and comprehension. In this workshop participants will learn how to deliver three simple strategies focusing on comprehension through retell and summary, vocabulary development, and deriving meaning from complex sentence structures. These strategies quickly cut to the chase and can be implemented with any and all reading materials. They can be used to prevent comprehension problems from occurring and to intervene with students who have struggled and fallen behind! In a matter of months significant growth can be expected in the area of reading comprehension. As an added bonus, a highly effective strategy, “Precision Reading” will be introduced.

Bringing Spanish Social Studies to life with “Cuadernos Interactivos” interactive journals.

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 25

Raquel López, Gilroy USD
Maritza Salcido, Gilroy SD

Grade Level: 6-8
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Bring Social Studies to life by creating “Cuadernos Interactivos” interactive journals. Participants will see how students in a dual language program can use a variety of techniques such as Cornell notes, close reading, writing, blogs and graphic organizers to learn the content of middle school social studies in Spanish. Interactive journals are a method of engaging students in the 4c’s of common core: creativity, communication, collaboration and critical thinking. Presenter will share a planning template, tried and true best practices and a new perspective on bringing Spanish social studies to life.
• Building Classroom Communities and School Culture Through Interactive Morning Meetings

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 21

Marysol Pérez, Camino Nuevo Charter Academy
Michelle Sandoval, Camino Nuevo Charter Academy

Grade Level: K-12
Language: English, Spanish
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

In an era where the rigor of academic performance and expectations have rapidly increased, it is imperative to set a tone and environment for learning to occur. Through the responsive classroom approach, educators can use the four sequential elements of morning meetings to integrate social and academic skills to promote an environment that validates students as individuals, set clear social and emotional expectations, and promote authentic learning experiences. In this interactive workshop, you will learn about the social, cognitive, and academic benefits of morning meetings in classrooms, the four sequential components of a morning meeting, and learn about different ways you can incorporate the thematic units that revolve around social justice issues or academic content foci. This workshop will also provide a hands-on experience in which participants will engage in a bilingual morning meeting that can be used in dual immersion classrooms as a way to bridge languages, promote transference, and increase pride in bilingualism.

• Building Parent Engagement in the School Community/ Motivar la participación de las familias en la construcción de la comunidad escolar.

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 6

Vickie Neves, Redwood City SD
Ashleigh Williams, Redwood City SD
Nuria Godcharles, Redwood City SD
Ana Fernández, Redwood City SD

Grade Level: K-2
Language: English, Spanish
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

This workshop will provide participants with best practices for teachers to create and increase community through parent engagement. This interactive workshop will discuss strategies in which teachers can motivate, engage, encourage and support parents in the school community. Esta clase proporcionará a los participantes con las mejores ideas de las maestras en crear e incrementar comunidad a través de la participación los padres. Esta clase interactiva se discutirán estrategias con las cuales las maestras pueden motivar, involucrar, animar y apoyar a las familias de la comunidad.
•Repairing Your Relationship with English Learners

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 1

Pedro Fuéntez, Educational Consultant

Grade Level: 3-12
Language: English, Spanish
Strand: English Language Development (ELD)
Audience Level: Experienced

After an overview of why restoring a relationship is important with EL’s, participants will collaborate and be walked through Positive Behavioral methodology strategies on given scenarios dealing with student behavior. Participants will observe a situation, discuss, and develop a plan to support the student(s). Participants will practice positive behavioral methods in order to understand students’ emotional and social needs. Participants will leave with classroom activity strategies they can incorporate immediately to impact and direct student behavior.

•National Resource Center for Asian Languages

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 8

Natalie Tran, CSU Fullerton
Stephanie Campbell, CSU Fullerton

Grade Level: K-12
Language: English
Strand: Asian & Pacific American Education/Indigenous Languages
Audience Level: New to Field/Experienced

The National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton was established to improve the nation’s capacity for the teaching and learning of Asian languages including Vietnamese, Korean, Chinese, and Japanese, with an emphasis on providing support for Vietnamese-English dual language immersion programs. In this session, we use an interactive and multi-media platform to present resources and instructional materials available to support instructions for these less commonly taught languages.

•Taking Common Core Writing Text Types to Paragraphs and Beyond

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 14

Lupita Castaneda, Riverview International Academy

Grade Level: 3-5
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Learn interactive techniques to differentiate instruction and motivate students to write content-rich compositions filled with textual evidence. Model opinion pieces with a clear point of view and organizational structure, fact-supported reasons, and a concluding section designed to tie the entire argument together. Guide informative/explanatory pieces that clearly and accurately convey information to increase reader’s knowledge and comprehension of a concept. Catapult Common Core writing with dynamic techniques that engage students in critical thinking immediately!

•Using Inquiry-based Science to Support ELD Instruction

10:30 AM - 11:45 AM
Room: BR-Yosemite B

Sarah Capitelli, University of San Francisco
Fred Stein, Exploratorium
Craig Madison, Sonoma Valley USD

Grade Level: K-5
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

This workshop explores the role inquiry-based science has on ELD. An inquiry-based science curriculum will be described. The relationship between the learning and doing of science and the development of language
skills, the affordances to use and develop language in authentic and meaningful ways, and the sophisticated language practices and skills that are developed through this approach will be highlighted. These ideas will be explored and exemplified through teachers’ sharing their classroom practices and experiences.

•Why Aren’t We in the Book? Respectful Literacy for Indigenous Language Speakers

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 6

George Feldman, Monterey Bay Aquarium

Grade Level: All
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

My indigenous Mexican students were hiding their home languages. Since the languages weren’t in our class books, they weren’t in the classroom. Whatever languages the teacher speaks represents power in the class. That power can be used to bring students’ home languages into positions of respect and joy. We will take time to prepare and find materials so we can implement changes in our Common Core classrooms on Monday. My examples from Mixtec working with students will help other students who speak minority languages.

•Supporting Multilingual/Multicultural Education in Central California

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 5

Theresa Huerta, CSU Fresno
Jessica Miguel, CSU Fresno
Josefa Busto, Hanford Elementary SD

Grade Level: College/University
Language: English
Strand: University Programs
Audience Level: New to Field/Experienced

This presentation discusses the Multilingual Multicultural Education (MME), Master’s program at CSU, Fresno that originated from a needs assessment conducted at a local dual language conference. This presentation focuses on two key aspects of the program. The first will be the establishment and launching of the new MME master’s program. The second will examine ways in which Central California schools can promote the intersection of the learning of multilingualism and multiculturalism through such a program.

•Creating Systems for EL Services to Address ELD Instruction

10:30 AM - 11:45 AM
Room: BR-Yosemite A

Norma Barajas-Ruiz, Selma USD
Blanca Tolpezninkas, Selma USD
Donning Day, Selma USD
Margie Salinas, Selma USD

Grade Level: K-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Selma Unified has taken a systematic approach to ensure that every English Learner in the district receives English Language Development instruction that meets their specific needs. This process has included the creation of: a clearly defined coaching process; a structured lesson design for English Language Development instruction; focused professional development; and ongoing collaboration to enhance classroom instruction in both Integrated and Designated English Language Development. The team will share highlights from this process.
•El desarrollo del idioma español: ¿Qué? ¿Por qué? ¿Cómo?
10:30 AM - 11:45 AM
Room: BR-Franciscan B

Jorge Cuevas Antillón, San Diego COE

Grade Level: K-12
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Este cursillo se enfoca en recomendaciones del California ELA/ELD Framework aplicado al desarrollo del idioma español. Será explorado el caso para enseñar español como lenguaje académico en sí, usando los estándares para el desarrollo del idioma español de California y los estándares estatales comunes para las artes de lenguaje en español. Ejemplos de lecciones y horarios serán distribuidos y examinados para ver como el español integrado y designado funcionará en las escuelas bilingües. Los participantes tendrán oportunidades para determinar como incluir el desarrollo del idioma español en el contexto de sus salones de clase.

•A Cuenta Cuentos Fun Story Time
10:30 AM - 11:45 AM
Room: Tower 3-Union Square 17/18

René Colato Laínez, Los Angeles USD/Author
Jorge Argueta, Luna’s Press
Amy Costales, University of Oregon
Amada Irma Pérez, Author

Grade Level: All
Language: English, Spanish
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

Bilingual Authors Amada Irma Perez, Amy Costales, René Colato Laínez and Jorge Argueta will read and share their authentic children’s picture books. Come and enjoy stories in English and Spanish about mamás, papás, abuelitas, niños, traditions, food and music.

•Con la poesía, aprendo a leer
10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 1

Shauna Williams, Benchmark Education Company

Grade Level: K-2
Language: Spanish
Strand: Commercial
Audience Level: New to Field/Experienced

Para enseñar con éxito usando poemas, se debe alentar a los niños. Será importante facilitar el acceso del estudiante por el género de la poesía. Los poemas de niños se utilizan para enseñar conciencia fonológica y fonética. Como son métodos eﬁcaces de enseñanza para ayudar a los niños a reconocer la secuencia de sonidos en las palabras y los símbolos de representación. Para enseñar y usar esas técnicas para comenzar a leer y escribir. Es muy importante que el texto se lea y que el texto sea divertido, y a la vez didáctico.

•Special Needs English Learners and Accelerating Vocabulary and Language
10:30 AM - 11:45 AM
Room: BR-Franciscan A

Sandy Christensen, Special Needs Consultant
Barbara Place, Davis Curriculum and Research Institute

Grade Level: K-12
Language: English, Spanish,
Strand: Special Needs Education (e.g.Gate/Special Ed)
Audience Level: New to Field/Experienced

This session demonstrates how teachers of Special Needs English Learners can develop high-level academic vocabulary and language in an authentic oral language approach based on discussions and repeated use of previously learned vocabulary. The lessons are based on engaging discussions of fine art images from around the globe and across time, from ancient Greece and Egypt to Pre-Columbian art, to 21st century art. All participants will receive sample lessons, along with the accompanying fine art images.
WORKSHOPS / SESSION 7  10:30 AM - 11:45 AM

Teaching Designated English Language Development with a Focus on Communication: A Hybrid, Blended Learning Approach to Building Capacity for Designated ELD

10:30 AM - 11:45 AM
Room: Tower 3-Powell

Angie Estonina, San Francisco USD
Christina Huizar, San Francisco USD

Grade Level: K-5
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Designated ELD is shifting to language development through constructive and rich communication. Students need to use language to do interesting and realistic things with language in order to learn it. Language was created to get things done, to communicate—and this is how they best learn it. This is where this MOOC starts. It focuses on how to design and teach lessons that are saturated with communication, and, where needed, develop grammar and vocabulary to support communication. Each session has a main idea video that presents the focal area to work on for the following month (e.g., listening, reading, writing/multimedia output, oral output, conversation), along with written model lessons that emphasize the focal area, analyses of the model lessons, basic written lessons to be strengthened by participants, and a sample “expert” modification of that lesson.

Establishing Multiple Pathways to Biliteracy: An Additive Approach to Language Learning for Global Students

10:30 AM - 11:45 AM
Room: Tower 3-Lombard

Cynthia Vásquez Petitt, Anaheim Union High SD
Olivia Yahya, Saddleback Valley USD
Fernando Rodríguez-Valls, CSU Fullerton

Grade Level: All
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

In 2012, California became the first state in the nation to award a State Seal of Biliteracy. This groundbreaking step was an acknowledgment of the economic and social value of multilingualism, the realities of a global century, and of the high level of academic achievement associated with attainment of literacy in multiple languages. This award also rounded out the very notion of college and career readiness for this diverse and global 21st century world. Another major change recognizing the benefits of biliteracy includes an increased number of two-way immersion programs in our public education system. Learn how two school districts provide a continuum of language development from grades pre-kindergarten through twelve with an emphasis on dual immersion. Identify multiple pathways that school districts and county offices of education may utilize in developing their comprehensive to biliteracy programs.
• What’s Good About Common Core for the English Learners?

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 3

José Lalas, Corona-Norco USD/University of Redlands
Joana Lalas, Colton USD
Nivia Gallardo, Corona-Norco USD

Grade Level: All
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

This presentation will discuss the existing related classroom research, best practice, and pedagogical principles that connect the use of Common Core in helping the English learners gain effective access to academic content areas and develop communicative competence in using English. The benefits of using Common Core in developing academic engagement, affective engagement, cognitive engagement, and emotional engagement across grade and language proficiency levels will be presented and demonstrated. A school district’s Local Control Accountability Plan and Common Core implementation plans will be shared.

• Looking for a Few Good Presenters: Presenting 101

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 11

Kris Nicholls, CABE Professional Development Services

Grade Level: All
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

Have you thought about making a presentation to a group of colleagues or at a professional conference, but weren’t quite sure where to begin? Come learn from the Director of CABE’s Professional Development Services, a veteran local-, state-, and national- level professional developer and presenter, how to: plan, organize, and deliver an engaging presentation in which participants will actively engage, understand, and appreciate the importance of the message you are bringing. This workshop is for both new presenters and experienced presenters who would like to refine their presentation skills.

• Does Your LCAP Deliver on the Promises for Improved and Increased Services for English Learners?

10:30 AM - 11:45 PM
Room: Tower 3-Golden Gate 7

Shelly Spiegel-Coleman, Californians Together
Laurie Olsen, Sobrato Early Academic Language Program
Magaly Lavadenz, Loyola Marymount University
Elvira Armas, Loyola Marymount University

Grade Level: All
Language: English
Strand: Advocacy & Engagement
Audience Level: New to Field/Experienced

Each school district is required to annually update and post their Local Control Accountability Plan (LCAP). This session will provide a summary of a report on data aggregated from 29 LCAPs in reference to programs and services for English learners (ELs). Findings and local and state recommendations to help self assess your district’s current plan and identify areas for enhancement and improvement will be presented. The report and a tool consisting of 10 research-aligned rubrics through the lens of English learners will be presented for each attendee to take back to their district to help target their goals and strategies for ELs in their LCAP.
WORKSHOPS / SESSION 7  10:30 AM - 11:45 AM

• CSL is the New ESL

10:30 AM - 11:45 AM
Room: BR-Franciscan D

Efraín Tovar, Selma USD

Grade Level: Preschool-12
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

Technology is radically changing every area of our society, from communication to government to how we do our jobs. Digital literacy/Computer Science is now as fundamental as reading and writing. Code.org states that 9 in 10 parents want their children to learn computer science. By learning to Code as a Second Language (CSL), students learn important reasoning, logic, and communication skills. Come and learn the best apps and online resources available to implement coding at your K-12 school. This interactive, hands-on workshop will provide great resources and teach you how to develop your own app! All levels welcome. Follow us on twitter @soyCVCP.

• Mexican Textbooks for Bilingual Education in California

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 22

Joaquin Diez-Canedo, Conaliteg
Antonio Araige, Conaliteg

Grade Level: K-8, Adult
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

The Mexican Government, through its textbook publishing agency, Conaliteg, is opening the possibility of having Mexican textbooks for use in schools with outstanding bilingual education programs. An overview of how the Conaliteg came to be, how it presently operates, and what it has recently done together with Mexican Consulates in the U.S. to cater to Mexican communities and American bilingual schools to provide textbook will be shared. The prerequisites for applying for this benefit will be explained.

• Getting Students Excited About STEM and STEAM++
Project-Based Learning

10:30 AM - 11:45 AM
Room: BR-Imperial B

Bob Barboza, Super School K12 International University

Grade Level: All
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

Explore the projects that we use to get our students excited about STEM and STEAM++ (science, technology, engineering, visual and performing arts, mathematics, computer languages and foreign languages. We have created a Jr. astronaut, engineers and scientists training program that integrates the Common Core and Next Generation Science Standards to help our students with their college and career ready skills for the technology and aerospace industries. Learn about our involvement in the new XQ Super School Project.
Dual Language Essentials: Creating and Sustaining a High Quality Program

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 3

David Rogers, Dual Language Education of New Mexico
Loretta Booker, Dual Language Education of New Mexico

Grade Level: K-12
Language: English
Strand: Leadership
Audience Level: Experienced

The original design and implementation of your DLE program is often exciting, but once the honeymoon is over, the business of maintaining a quality program depends on leadership, reflection, and continuous improvement of the program’s alignment and classroom instruction. Let’s explore together the essential components of a successful DLE program.

Plaza Comunitaria Educación en Español al Alcance de Todos

10:30 AM - 11:45 AM
Room: Tower 3-Plaza A

Sofía Mariana Reina Astudillo, Instituto Nacional para la Educación de Los Adultos

Grade Level: All
Language: Spanish
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

El Instituto Nacional para la Educación de los Adultos (INEA) es una institución federal mexicana que otorga servicios de educación básica, de manera gratuita, a jóvenes y adultos mayores de 15 años que no saben leer y escribir o que se encuentran en situación rezago educativo. Esto lo hace mediante el Modelo Educativo para la Vida y el Trabajo (MEVyT). El MEVyT plantea el tratamiento de los contenidos y temas considerando experiencias, saberes y conocimientos de las personas y enfatiza el aprendizaje sobre la enseñanza al reconocer que las personas a lo largo de su vida han desarrollado la capacidad de aprender. Asimismo, con el apoyo de la Secretaría de Relaciones Exteriores (SRE) y el Instituto para los Mexicanos en el Exterior (IME), los servicios que ofrece el INEA se extienden a mexicanos en EE.UU. mediante Plazas Comunitarias que son auspiciadas por diversas organizaciones.
This Institute aims to familiarize the audience with La Clase Mágica (LCM): Generating Transworld Pedagogy in particular it will address the La Clase Magica Biliteracy Technology after school program. We will discuss outcomes from these informal learning projects as a socially designed experiment that addresses ancestral knowledge, culture, ethnic identity, digital, and biliteracy for learners, teacher candidates, and families. The vision, planning, implementation, findings, and the sustainability of LCM for different settings will be presented. In addition to also learning about science and math through Meso-American sacred knowledge that has been passed down through generations from ancient Mayans—the project enables the bridging of old knowledge with new digital knowledge. Engaging families in these practices builds family leadership within the community and provides families ways to help their children at home—in other words bringing some peace to the process of disconnection that takes place with technology and children in many family households.

Hoy es necesario aprender más acerca de la tecnología porque la mayoría de nuestros jóvenes y niños saben usarla. La tecnología agiliza y facilita la comunicación con nuestra familia y con nuestros amigos. Como es fácil encontrar información y nos interesa el uso de la tecnología, solo hay que atreverse y tener confianza. Identificaremos el significado de algunos términos. Aprenderemos a utilizar dos herramientas básicas para comunicarnos a través del internet: el correo electrónico (email) y la videoconferencia (conversación con video en tiempo real). Construirán ustedes sus cuentas personales para el correo y la videoconferencia (si no las tienen ya). Resolveremos sus dudas sobre el uso de la tecnología.
HALF DAY INSTITUTES  1:30 PM - 4:30 PM

•Implementation of the ELA/ELD Framework and Newly Adopted Instructional Materials

1:30 PM - 4:30 PM
Room: BR-Continental Ballroom 1

Gustavo González, California Department of Education
Veronica Aguila, California Department of Education
Thomas Adams, California Department of Education
Elena Fajardo, California Department of Education

Grade Level: K-8, College/University,
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Presenters from the California Department of Education will provide professional learning on implementation of the ELA/ELD Framework and the State Board of Education adopted instructional biliteracy material. CDE staff from the English Learner Support Division, the Curriculum Frameworks and Instructional Resources Division, and the Professional Learning Division will provide you with general information, updates, and an introduction to on-going projects.

to study the Accountable Talk model through video examples and will leave with a plan for: (1) bringing these ideas into their own teaching practice; (2) thinking of talk as one of the most effective ways to scaffold instruction; and (3) using talk to help ELS get smarter.

•Leading With Learning: Improving English Learners’ Learning Experiences and Outcomes through Professional Learning

1:30 PM - 4:30 PM
Room: Tower 3-Union Square 23/24

Pam Spycher, WestEd
Danielle Garegnani, WestEd
Patricia Wolf-Kincad, Fresno USD

Grade Level: Preschool-12
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

This highly interactive institute will provide teachers, administrators, and district leaders with guidance, strategies, and resources to successfully implement the CCSS and the California ELD standards and improve academic achievement for English learners and other diverse learners in the elementary grades as promoted in the California ELA/ELD Framework. California’s ELA/ELD Framework guides curriculum, instruction, and assessment for all TK-12th grade students and places a special emphasis on the learning needs of English learner (EL) students. The session will highlight a comprehensive approach to ELD, one that ensures EL students’ full access to rich learning in all disciplines (integrated ELD) complemented by a focused approach to language development during targeted instructional time (designated ELD). Presenters will first describe a blended professional learning model for teachers, instructional coaches, and principals and consultative work with district leadership teams, which has yielded powerful results in a large urban California school district. Presenters will then highlight four key areas for improving educational outcomes for EL students with practical examples of language and literacy instruction across the disciplines.

•Socializing Intelligence Through Academic Talk and Dialogue

1:30 PM - 4:30 PM
Room: Tower 3-Mason

Rosita Apodaca, University of Pittsburgh
Tabetha Danis Bernstein, Kutztown University

Grade Level: 3-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Talk is critical for developing the capacity to learn in a new language. However, how that talk happens is paramount if English learners are to meet increasingly challenging academic expectations. This workshop provides teachers with a concrete approach for facilitating academically productive discussions with English learners. Participants will have the opportunity...
HALF DAY INSTITUTES 1:30 PM - 4:30 PM

• The Listening Leader: Creating the Conditions for School Transformation

1:30 PM - 4:30 PM
Room: Tower 3-Union Square 19/20

Shane Safir, Safir and Associates
Norma Martínez-Palmer, Safir and Associates

Grade Level: All
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

Educational leaders Shane Safir and Norma Martínez-Palmer have seen it all: leaders who push for too much, too soon; parents who feel misunderstood and don’t participate in schools; and teachers suffering from initiative fatigue. What is their solution for leaders at all levels? To listen. Yes, really listen. In today’s diverse schools, the need to listen is more urgent than ever, but few leaders listen well. Through interactive activities and applied learning, we will support you to: • Explore your moral purpose and core values as a leader • Analyze your school culture through three illuminating lenses • Understand how the brain works and calls for a listening approach to leadership • Practice the Six Stances of a Listening Leader. You will walk away with new tools and a reinvigorated sense of purpose and focus that can impact real change.

• Moving from Random Acts of Equity to Systemic Change

1:30 PM - 4:30 PM
Room: Tower 3-Union Square 21

Carla Llewelyn-Vásquez, San Francisco USD
Kevin Chávez, San Francisco USD
Molly Pope, San Francisco USD
Lucas Elbaum, San Francisco USD

Grade Level: All
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

Become a critical friend as SFUSD shares its journey of implementing professional learning around racial equity. Recognizing that our racial equity work could be considered “random acts of equity,” we will reflect, share tools, strategies and engage in conversations on how we are moving our racial equity work toward systemic implementation. Participants will have an opportunity to share their journey, determine where their organization is situated and use a protocol to plan for systemic change.

• Culture of Engagement for English Learners

1:30 PM - 4:30 PM
Room: Tower 3-Sutter

José Lalas, Corona-Norco USD/University of Redlands
Nivia Gallardo, Corona-Norco USD
Ayanna Blackmon-Balogun, Rialto USD
Nirmala Flores, University of Redlands
Angela Macias, CSU Dominguez Hills
Kitty Fortner, University of Redlands

Grade Level: All
Language: English
Strand: Advocacy & Engagement
Audience Level: New to Field/Experienced

To elicit academic, emotional, affective, and cognitive engagement, research has demonstrated that it is imperative to connect instruction to the English learner’s social and cultural capital that comprised his or her personal identity. This presentation uses a “socially and culturally situated” perspective which means viewing objects, things, and events with an eye of taking into strong consideration the impact of one’s social background and connections and one’s established cultural ways of doing things. The presenters will discuss and demonstrate that everything that relates to teaching and learning is social and cultural because the set of knowledge, practices, dispositions, and even policies that are dealt with on a regular basis are deeply linked to who we are, how we view and work with others, and what common beliefs and practices we hang on to.
HALF DAY INSTITUTES  1:30 PM - 4:30 PM

• 21st Century Biliteracy Skills: Preparing Highly Qualified Biliterate Teachers

1:30 PM - 4:30 PM
Room: Tower 3-Powell

Fernando Rodríguez-Valls, CSU Fullerton
Zaida McCall-Perez, Holy Names University
Rosa Ramirez, CSU East Bay
Kris Nicholls, CABE Professional Development Services

Grade Level: K-12, College/University
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

The demand for highly qualified biliterate teachers is increasing. Come and hear a panel of representatives from Bilingual Teacher Preparation Programs, the California Commission on Teacher Credentialing (CTC), districts, and other stakeholders as they respond to the following critical questions: a) How would you define a truly highly qualified biliterate teacher? b) How might Bilingual Teacher Preparation Programs and districts be able to support teachers, both pre-service and in-service, who are seeking a California Commission on Teacher Credentialing Bilingual Authorization in order for them to be well prepared to face the new expectations of dual (two-way), one-way immersion, and other programs providing instruction in languages other than English? c) What kind of programs, synergies, and partnerships among institutions could be fostered to ensure a greater supply of truly highly qualified biliterate teachers to face the new bilingual/biliterate challenges in the 21st century? This institute will create the space for Bilingual Teacher Preparation Programs and districts to interact with the panel of representatives to dialogue, analyze, and evaluate current practices as well as drafting action plans that will strengthen: a) best practices; b) inclusive leadership; and c) comprehensive edification of highly qualified biliterate teachers.

Teach San Mateo County
TEACHER RECRUITMENT FAIR

Saturday, April 2, 2016 | 10 am to 3 pm
101 Twin Dolphin Drive, Redwood City, CA 94065

All current, prospective, and substitute teachers are invited to attend this event

Register online at http://tinyurl.com/teachSMC

San Mateo County’s 23 school districts serve nearly 94,000 students:
- Bayshore Elementary
- Belmont-Redwood Shores
- Brisbane
- Burlingame
- Cabrillo Unified
- Hillsborough City
- Jefferson Elementary
- Jefferson Union High
- La Honda-Pescadero Unified
- Las Lomitas Elementary
- Menlo Park City
- Millbrae
- Pacifica
- Portola Valley
- Ravenswood City
- Redwood City
- San Bruno Park
- San Carlos
- San Mateo-Foster City
- San Mateo Union High
- Sequoia Union High
- South San Francisco Unified
- Woodside Elementary
FEATURED HALF-DAY INSTITUTES  1:30 PM - 4:30 PM

Kate Kinsella,  
San Francisco State University,  
Center for Teacher Efficacy
Theresa Hancock,  
Kinsella Associates

1:30 PM - 4:30 PM  
Room: BR-Imperial B

• iPad for Educators – Beginners  
1:30 PM - 4:30 PM  
Room: Tower 3-Union Square 17/18

Warren Dale, CABE

• Building an Upper-Elementary Academic Vocabulary Toolkit for Common Core Competencies

Common Core writing competencies and SBAC assessments require an agile command of academic English. Students in grades 3-6 must construct articulate responses to a variety of text-driven prompts using complex syntax, correct grammar and precise academic vocabulary. Under-prepared English learners lack the advanced language tools for standards-based writing tasks such as comparing, arguing, sequencing and analyzing informational text. Explore high-utility vocabulary categories and word lists for upper elementary achievement. Experience model lessons and observe video to understand how to deliver explicit, interactive academic vocabulary instruction that equips students with the confidence to deploy high-leverage words when constructing responses. Leave with extensive lesson exemplars and instructional routine guidelines for site-based professional development.

Kate Kinsella,  
San Francisco State University,  
Center for Teacher Efficacy
Theresa Hancock,  
Kinsella Associates

1:30 PM - 4:30 PM  
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FEATURED SPEAKERS   1:30 PM - 2:45 PM

Anaida Colón-Muñiz, Chapman University
Magaly Lavadenz, Loyola Marymount University

1:30 PM - 2:45 PM
Room: BR-Continental Ballroom 9

•From the Past into the Present: The Struggle for Civil Rights in Education Continues

In this featured presentation the presenters will share compelling narratives from their recent book, Latino Civil Rights in Education: LA LUCHA SIGUE (Routledge, 2016), which highlight the past and on-going struggle for quality education in the United States, and recount the experiences of the brave people who took part. These civil rights stories address important issues such as desegregation, bilingual education and language rights, multicultural education and ethnic studies, and parental activism. The presenters will also bring to light current areas in education of concern to educators, parents and students, and paths of strategic activism aimed at leading to a more just and equitable education system for Latinos and other linguistically diverse/ethnic groups in California and elsewhere. The book will be available for a signing after the session.

Book signing immediately following session.

Myriam Met
Consultant

1:30 PM - 2:45 PM
Room: BR-Continental Ballroom 8

•The 50:50 Two-Way Immersion Model: Points to Ponder

Program planners and stakeholders need to make many decisions when designing or sustaining a 50:50 two-way program. Examples drawn from existing two-way programs will be shared. Issues related to staffing, allocation of time, and subject matter taught will be discussed along with the pros and cons of each possible choice. There are no right answers to these questions—so none will be provided! However, participants will have a chance to talk through how each of the possible choices might affect the success of their program.

SAVE THE DATE

CABE 2017
Anaheim
March 29 - April 1
Two decades ago, Hart and Risley (1995) drew attention to what is today referred to as the (30-million) word gap, which has been cited time and time again as evidence of the need for more frequent interactions between parents or adult caregivers and young children. This word-gap research also undergirds much of the national discourse in favor of quality preschooling and early educational experiences—the foundation for lifelong success in school and beyond. True, across the U.S., children from lower income homes, including DLLs or so-called “ELLS” typically hear fewer Standard English (SE) and/or academic words by the time they enter school, and this might account for their relatively limited knowledge of academic English. As is to be expected, this tends to put them behind in school. Yet, exactly how this finding is surprising is unclear. Indeed, it would appear axiomatic that children from low-income homes—most of whom do not use Standard English (SE), the most vocabulary-expansive language variety would hear, understand, and use fewer words from this dialect. This presentation begins by i) identifying the cultural bias in word gap studies, ii) demonstrating the breadth and depth of concept knowledge that most DLLs and speakers of stigmatized dialects are privy to, and iii) illustrating how instruction and assessment rarely captures this vital knowledge.

Book signing immediately following session.
Meet the Author and Get Your Book Signed!

Exhibit Hall - Grand Ballroom

Friday, March 25, 2016
10:30 am to 11:00 am
Author, Linda Diamond

Teaching Reading Sourcebook and Assessing Reading: Multiple Measures

Friday, March 25, 2016
11:15 am to 11:45 am
Author, Allison Branscombe

All About China: Stories, Songs, Crafts and More for Kids

Friday, March 25, 2016
12:00 pm to 12:30 pm

A Conversation with Award Winning Young Adult Book Authors:

A Panel Presentation

The panel will present Award Winning Young Adult Authors discussing the importance of Ethnic Studies and Multicultural Topics.
Marie Elena Cortés, Moderator
Victor González, Maritere Rodríguez Bellas, and María Nieto
• Biliteracy Awards: Validating the Linguistic Assets of English Learners

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 6

Alma Castro, CSU Long Beach

Grade Level: 9-12
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

This workshop will highlight findings of a 2014 research study that examined the narratives of Latino EL students and staff participants to gain an understanding of their perceptions about college access, the process of implementing the Seal of Biliteracy Awards Program, and the purpose, value, and impact of the biliteracy program on student achievement. The presenter will share legislation information for the State Seal of Biliteracy (AB 815), and guide participants through the process for implementing the biliteracy program at their school. Participants will engage in conversations and begin planning to have school level conversations with stakeholders about the possibility of implementing the program at their school sites. Promoting language maintenance and language development via dual language programs and biliteracy recognition.

• CABE Online Resources for CABE Members and CABE Leaders [board, chapters, affiliates, consultants, staff]

1:30 PM - 2:45 PM
Room: BR-Franciscan D

Stanley Lucero, CABE Board

Grade Level: All
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

At this presentation the following online resources will be discussed: CABE Regional Representatives basecamp project; CABE ZeeMap; CABE on Facebook; Closed Facebook group CABE MEMBERS ALL REGIONS; and Closed Facebook group PROYECTO 2 INSPIRE. Proposed changes to the CABE website will also be discussed.

• ¿Por qué música en el salón de clase? Cantar y bailar como herramienta pedagógica y musicoterapéutica.

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 8

Victor Rivera, Fundación Atencion Atencion

Grade Level: Preschool-2
Language: Spanish
Strand: Commercial
Audience Level: New to Field/Experienced

Utiliza la música, las canciones y el movimiento como acercamiento pedagógico, es una herramienta poderosa para el desarrollo de destrezas motoras, cognitivas y sociales. Los niños, al cantar y bailar, asimilan la enseñanza y realizan una conexión instantánea entre sus realidades de vida y los valores que se promueven por medio de la canción.

• Emergent Literacy in Spanish and English: Similarities and Differences

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 14

Allison Briceño, San José State University

Grade Level: Preschool-2
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Teaching students to read in two languages is complex and limited information is available to teachers. This session will explore the similarities and differences in teaching students to learn to read and write in Spanish and English. We will look at aspects of the two languages such as sentence structure, vocabulary and how diverse children create meaning from texts. Using this information, we will consider instructional implications using video and student work.
• Cross-Linguistic Transfer: The Spanish-English Literacy Connection

1:30 PM - 2:45 PM
Room: BR-Continental Ballroom 3

Silvia Dorta-Duque de Reyes, National Biliteracy Consultant

Grade Level: K-2
Language: English, Spanish,
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Rather than assuming that cross-linguistic transfer will occur without explicit teaching, we can organize literacy and language instruction intentionally and strategically to promote proficient biliteracy. Transfer routines and strategies that can be adapted and implemented across the various biliteracy programs models will be demonstrated.

• Best Pedagogical Practices in Dual-Language Classrooms

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 10

Regula Sellards, Consultant

Grade Level: All
Language: English
Strand: Research and Evaluation
Audience Level: New to Field/Experienced

Would you like to become more pedagogy-savvy and hear what experts say about best pedagogical practices for dual language settings? The presenter shares the result of her research study soliciting experts’ recommendations for pedagogical strategies that support the learning process of dual language students. Afterwards, we will examine a global synopsis of the history of pedagogy, followed by an overview of four mainstream pedagogical approaches: Freire, culturally-relevant, Vygotsky and Cummins and consider their relevance to dual language settings.

• STEM: Meaningful Academic Vocabulary Development for English Learners in an Interactive, Science Classroom

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 7

Tina Raeder, Gonzales USD
Jose Moreno, Gonzales USD
Julie Carrillo, Gonzales USD
Tami Bolton, Gonzales USD

Grade Level: K-12
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

This interactive, hand-on workshop will focus on and elicit the use of academic vocabulary to describe scientific concepts through the use of dynamic, sensory interactions and realia. The understanding of vocabulary concepts in an interactive, purposeful way has proven to lead to the acquisition of science for our EL students. This workshop will demonstrate and model lessons that have been able to pique student curiosity and trigger their desire to learn academic English in a science setting.

• Canciones y cuentos para aprender a leer

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 4

Lada Kratky, National Geographic School Publishing

Grade Level: Preschool-2
Language: Spanish
Strand: Commercial
Audience Level: New to Field/Experienced

Nuestros jóvenes aprendices tienen mucho que aprender. Y nosotros, los maestros, queremos que lleguen a la escuela entusiasmados y con ganas de aprender. En esta presentación se verán canciones que animan a los niños a cantar y a participar. A través de las canciones, los niños desarrollan destrezas de conciencia fonológica, fonética y desarrollan su vocabulario. Se
verán prácticas de enseñanza fundamentales que establecen la base necesaria para leer textos que desarrollan conocimientos de las ciencias y de los estudios sociales que animan al lector a leer, describir, resumir, opinar y discutir.

•**Academic Language for ALL!**

1:30 PM - 2:45 PM  
Room: Tower 3-Van Ness  

**Hannah DeLacy, Val Verde USD**

*Grade Level: All*  
*Language: English*  
*Strand: Curriculum & Instruction*  
*Audience Level: New to Field/Experienced*

Come to this interactive presentation where we will share a free resource for supporting your students’ academic language development in the classroom. The Common Core State Standards emphasize academic language and all students English learner or English only need to improve their academic language to be successful to meet the expectations of the standards. Learn how this free resource can be used to support your students’ academic language development to achieve higher levels of proficiency on the Common Core State Standards.

•**Strategies used in Kai Ming’s Dual Language (English/Cantonese) Program**

1:30 PM - 2:45 PM  
Room: Tower 3-Union Square 1  

**Nesanna Lee, Kai Ming Head Start North Beach Center**  
**Regina Wong, Kai Ming Head Start North Beach Center**

*Grade Level: Preschool*  
*Language: English, Chinese*  
*Strand: Biliteracy/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Conference participants will actively learn about Kai Ming’s Dual Language (English/Chinese) project, developed in collaboration with the University of Colorado, involving hands-on use of iPad to assess children’s level of language comprehension and to help them progress. Participants will try out multiple storytelling techniques Kai Ming employs (through the aid of The Asian Art Museum), using props, body language, and visual cues to engage children’s senses, inspire creativity, make language connections and deepen cultural understanding.

參加者將了解利用iPad來評估語言和理解學前兒童的水平(這項目是與科羅拉多大學合作), 並幫助學前兒童進步學習雙語。演講者會結合從亞洲藝術博物館學習到的多種技巧和參加者分享, 例如怎樣使用道具, 通過講故事, 身體語言和視覺感官來加深理解文化, 語言。
WORKSHOPS / SESSION 8  1:30 PM - 2:45 PM

• Impacting Student Motivation Through Integration of the Arts

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 13

Sandra Wilbanks, Mt. Diablo USD
Jovita Castillo, Mt. Diablo USD
Mika Phinney, Mt. Diablo USD
Vanessa García, Mt. Diablo USD

Grade Level: K-5
Language: English
Strand: Arts Learning
Audience Level: New to Field/Experienced

Meadow Homes Elementary is in its second year as a Turnaround Arts school. An initiative of the President’s Committee on the Arts and Humanities (PCAH), Turnaround Arts is a public-private partnership that uses the arts to help narrow the achievement gap, increase student engagement and enhance the culture and climate in schools. Through arts centered school reform, Meadow Homes Elementary is successfully boosting academic achievement and increasing student motivation.

• Freirean Cultural Circles – Fostering Critical Thinking and Social Justice

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 12

Tim Bolin, Chapman University

Grade Level: College/University, Adult
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

The workshop will explore the usage of Cultural Circles, a pedagogical technique that prioritizes student voice in order to promote critical thinking skills and social justice. The workshop will be broken into two parts: an introduction into the current literature around the practice of cultural circles covering theory and best practices, followed by hands-on collaboration that will practically explore the dos and don’ts of the process with reference to real world experiences.

• Escorting Students and Families Through Open Doors

1:30 PM - 2:45 PM
Room: BR-Franciscan C

Trudy Arriaga, Cal Lutheran/Corwin Press

Grade Level: All
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

Do we have the will and the courage to ensure that our actions reflect our stated values and belief systems? This workshop will assist the participants from unintentionally participating in practices that marginalize students and their communities to being committed and successful in making the education for all students a common priority through the foundations of cultural proficiency. The presentation will pull together issues of diversity, equity, access and inclusion as real-life classroom, school and district practices and procedures are revealed. Join me in a two tiered self examination - the organization and ourselves as educators who have the privilege and responsibility to open doors for all students.

Book signing immediately following session.

• Why We See the Way We See - Critical Race Theory

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 15/16

Alfredo Reyes, Los Angeles COE

Grade Level: All
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

Research on the topic of school suspensions reflects the fact that African American students are suspended at
a three to one ratio compared to Caucasian students, with students of color also statistically higher. Research indicates that even when factoring for class and gender, students of color are suspended at a higher rate. Research seemingly is unable to ascertain a reason for this disparity. Critical Race Theory (CRT) posits that, given the history of our country and our government, racism is an endemic part of our society. CRT builds a paradigm that allows individuals to reflect on how they interact with their students and their behavior.

•Empower English Language Learners Through Cultural Responsive Instruction

1:30 PM - 2:45 PM
Room: BR-Yosemite A

Monica Hilario, Glendale USD

Grade Level: 6-8
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

English Learners enrich our diverse schools and they are valued participants in the classroom. Empower their voice and address the Common Core State Standards via cultural responsive instruction. This approach will empower students intellectually, emotionally, socially and raise political awareness. This workshop focuses on the use of Hispanic American literature to impart knowledge, skills and attitudes that foster critical thinking and make the curriculum comprehensible to English Learners. This instructional method raises students’ consciousness of diversity and deploys education in a process of progressive social change.

•Together is Better: Teaching to the Common Core with Integrated Reading/Writing Units

1:30 PM - 2:45 PM
Room: BR-Franciscan A

Charlotte Knox, Knox Education
Kaye Eckstrand, Duarte USD

Grade Level: K-8
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Making the transition to CCSS with existing textbooks is no small challenge for today’s teachers. Come learn how to develop science and social studies units applying common core ELA and ELD standards. Students develop inquiry questions, read and research, organize notes, prepare spoken presentations, and produce an authentic writing project. Co-presenting teachers have been implementing this approach and will display video clips, photos, and student work. A detailed handbook and temporary access to www.knoxeducation.com and a comprehensive source of tools for teaching the Core will be shared.
•The DELAC Identity Crisis: Compliance and Parent Engagement

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 3

Luis Covarrubias, Hayward USD

Grade Level: K-12
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

“Parents as partners” is a laudable goal but one not always achieved, particularly when it comes to the District English Learners Advisory Committee (DELAC). DELAC is often relegated to compliance and its full potential left unrealized. In this workshop, the presenter will share his experience of having built a parent-led, parent-trusted DELAC that plays an active and meaningful role in district level decision-making, from EL programs to the LCAP. On-line resources will be made available to participants.

•Finding Academic Stance with Argument

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 2

Karin de Varennes, San Joaquin COE

Grade Level: -12, College/University, Adult Education
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Have your students heard about how to write an argumentative claim, but just can’t seem to apply or create their own? This interactive session will share strategies which inspire English learners to actively participate and create claims which take an academic stance. Using classroom clips and interactive strategies, teachers are shown how to facilitate conversations about how to find a stance for argument. From this process, students understand how to correctly write a claim/thesis for writing.

•Dual Language and 21st Century Skills

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 3

Christine Heinrichs, Baldwin Park USD
María Rios, Baldwin Park USD

Grade Level: K-12
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

The Dual Language Program has been identified as a viable option for school reform to meet the needs of English Learners and, when implemented effectively, offers key systems and practices preparing students for the 21st century. This presentation describes key components of a successfully implemented Dual Language Program at the elementary, middle school, and high school levels in the current context of Common Core Standards and 21st century skills.

•Desarrollando experiencias ricas en lenguaje para niños pequeños utilizando libros informativos

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 1

Patricia Rendon, Sonoma COE
Elena Janred, Sonoma COE

Grade Level: Preschool-2, Adult
Language: Spanish
Strand: Early Childhood Education
Audience Level: Experienced

La lectura de libros informativos de alta calidad es una herramienta valiosa para los maestros y los padres que incorporen en las experiencias de alfabetización diarias de sus hijos. Además de leer este tipo de libro, las primeras experiencias positivas de escritura forman una impresión positiva, fuerte con la exposición del lenguaje académico. En este taller, los participantes aprenderán como seleccionar libros informativos para presentarles a los niños y como crear un libro de información de su cuenta.
•Differentiating Instruction for English Learners in the Elementary, Middle, or High School Classroom

1:30 PM - 2:45 PM
Room: BR-Yosemite C

Trini Lewis, CSU Long Beach

Grade Level: 3-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

A model for differentiating instruction for English learners will be presented drawing upon the California English Language Development Standards. Strategies appropriate for the emerging, expanding, and bridging students will be discussed, including an examination of sample lesson plans emphasizing content knowledge and English language development. Assessment practices that provide data for improving instruction and student performance will also be reviewed.

•Nuestros Hijos: AMOR, ANIMO Y APOYO

1:30 PM - 2:45 PM
Room: Tower 3-Plaza A

Francisco Reveles, CSU Sacramento

Grade Level: All
Language: Spanish
Strand: Parent and Community Engagement
Audience Level: Experienced

Este taller se dirige a los padres hispanos con el enfoque a la práctica y el contenido reconocido como modelo relacionado a la conducta de jóvenes, incluyendo las pandillas. El énfasis del taller es el desarrollo saludable de nuestros hijos y se presenta en un modo interactivo con folletos informativos. La presentación se basa en el libro/manual novísimo AMOR, ANIMO Y APOYO escrito específicamente para padres hispanos por el autor Dr. Francisco Reveles.

•Exámenes diagnósticos para analizar destrezas fundamentales del español: Gratis para cada maestro de California

1:30 PM - 2:45 PM
Room: BR-Franciscan B

Jorge Cuevas Antillón, San Diego COE
Deborah Costa-Hernández, California Reading and Literature Project
Lupita Olguín-Rubio, Imperial COE

Grade Level: K-8
Language: English, Spanish
Strand: Assessment & Accountability
Audience Level: New to Field/Experienced

Este cursillo, presentado por California Reading and Literature Project, se enfocará en exámenes de la alfabetización en español. Estos recursos para analizar lecto-escritura, fueron creados por maestros para maestros de kinder hasta el 6to grado. Son auténticamente escritos en español para evaluar un rango de destrezas tales como fonología, fonética y comprensión. Los participantes aprenderán como conseguir y utilizar estas herramientas gratis, disponibles en el internet a través de Common Core en español.
•Crossing Language (Policy) Boundaries: Development of Bilingual College Writing Courses

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 5

Sharon Merritt, Fresno Pacific University
Jill Pellettieri, Santa Clara University

Grade Level: College/University
Language: English
Strand: University Programs
Audience Level: New to Field/Experienced

Horner and Trimbur (2002) indicate that First Year Composition (FYC) programs have promoted English-only language policies at U.S. universities in the past century, and teaching students to write in languages other than English remains the responsibility of World Language departments. This presentation will report on a cross-department effort to develop and implement an FYC course sequence offering a bilingual writing experience to both Heritage speakers of Spanish and advanced students of Spanish as a Second Language.

•Writing and the Common Core Narrative

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 5

Carol Gallegos, Hanford Elementary SD

Grade Level: 3-8
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Writing is a critical skill under the Common Core, and understanding how to use integrated ELD techniques to support writers is a major challenge. Students are expected to write narratives that are more than just personal stories. They must do complex reading and incorporate those ideas into their writing. This session will focus on using all four language domains along with graphic organizers to support the writing of realistic and historical fiction narratives like those required in a performance task.

•Accessing Rigor to Empower Students!

1:30 PM - 2:45 PM
Room: BR-Yosemite B

Elena Izquierdo, Author, Houghton Mifflin Harcourt

Grade Level: 6-12
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Empowering English learners begins with rigorous curriculum and strategies for scaffolding their literacy development to produce grade-level speech and writing. This session will provide strategies that incorporate content standards and language development in rich contexts allowing for more motivation for students to do more and do it better!

•Math Practitioners and Perceptions about Emerging Bilinguals

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 9

Candace Hodge, University of Southern California

Grade Level: 6-12, College/University, Adult Education
Language: English
Strand: Research and Evaluation
Audience Level: New to Field/Experienced

A survey of secondary mathematics teachers and their perceived practices with Emerging Bilingual students will be presented. The survey reports on the types of instruction, materials, and methods currently serving Emerging Bilinguals in three school districts in southern California addressing the Mathematics Common Core State Standards. Small groups discuss views of bilingualism in secondary mathematics classrooms, and the benefits of translanguage strategies simulating the lived experiences of language communities outside of school. Recommendations and goal setting will summarize workshop outcomes.
• Engaging Parents of Dual Immersion/ELD Students

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 2

Maya Goodall, Lingual Learning

Grade Level: Preschool-12
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

Want to help parents of ELD/Dual Immersion students succeed? This session is designed for administrators looking for ways to engage with parents. We will share easy steps that parents can use to help their child succeed at school in the Dual Immersion/ELD classroom. Educators agree, the more parents talk with their children the easier it is to teach a new language and new concepts.

• Proyecta 100,000: Mexico’s Strategy for a Bilateral Agenda of Knowledge and Innovation With the U.S.

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 8

Martha Navarro-Albo, Mexican Agency for International Development Cooperation (AMEXCID)
Hazel Blackmore, US-Mexico Commission for Educational & Cultural Exchange

Grade Level: College/University
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

Proyecta 100,000 aims to foster partnerships between U.S. and Mexican Higher Education Institutions for increasing student and academic mobility, language proficiency, and internships for a workforce development with 21st century skills.

• Keys to Finding Balance Between Work, Life and Parenting a Successful Child

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 22

Nicoline Ambe, Nicoline Ambe International

Grade Level: All
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

For many mothers and fathers, it feels like there are a million things to do daily. Navigating each day can be a challenge. In this push and pull of life, it is easy to neglect the very people who make life worth living – children. This presentation offers parents detailed information that they can implement at home to find balance between their work, life and parenting, so that they can spend more valuable time with their children. In this presentation, parents will learn: 1. Why it’s imperative to prioritize and make time for their children; 2. How to have open communication about family values and priorities, and reinforce them through consistent connection throughout the day; 3. Creative ideas on how to make family time count, while focusing on their child’s needs and giving them full attention; 4. How to use rewards effectively to motivate their children; 5. How to use appropriate assignments and accountability tools to encourage productivity in their children; 6. To create harmony in their personal life by doing simple things that rejuvenate them; and 7. To take charge of their day and eliminate distractions and time wasters.
• Engaging ELs in the Meaning of HFWs Using Illustrated Cards

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 11

Beverly González, Bilingual Education Tools
Adriana Ojeda, Bilingual Education Tools

*Grade Level: K-2
*Language: English
*Strand: Commercial
*Audience Level: New to Field/Experienced

English Learners throughout the United States are faced with the difficulty of not understanding the meaning of high frequency words. This interactive workshop will offer teachers the necessary tools needed to bring meaning to HFWs in order to increase the literacy rate of all ELs. Participants will learn a variety of instructional routines that are aligned with the requirement of the Common Core Standards to effectively and systematically teach HFWs to increase achievement in fluency and reading comprehension. Participants will have an opportunity to create activities they can implement immediately.

• Addressing Science and Mathematics Concerns in Secondary Classrooms

1:30 PM - 2:45 PM
Room: Tower 3-Lombard

Ron Rohac, Rohac Ed Solutions

*Grade Level: 6-12
*Language: English
*Strand: Curriculum & Instruction
*Audience Level: New to Field/Experienced

The purpose of this presentation is to illustrate how teachers can use their content to provide meaningful “comprehensible” input to students to promote success in mathematics and science and develop English language skills. The workshop will provide ideas for critical thinking, templates for applications, vocabulary building, problem-solving skills, reading and writing strategies. Particular attention will be paid to delivering lessons and addressing the CCSS, NGSS and ELD standards. Teachers will work through examples of how to “Differentiate” instruction to meet the needs of ALL students.

• Dual Language Centers and Project Based Research Lessons in Social Studies in Spanish or English for the Dual Language Classroom.

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 6

Scott Owings, Rourke Educational Media

*Grade Level: Preschool-2
*Language: English
*Strand: Commercial
*Audience Level: Experienced

This workshop will share Centers for the Dual Language classroom with a transition to Project Based Research Lessons in Social Studies in Spanish or English for the Dual Language Classroom. See how lesson plans can follow the Dual Language model to achieve higher order thinking skills in the language of instruction. Center plans will include whole group, pairs, independent, dual language centers, journal activities, parent connection and technology either Spanish or English in the area of Social Studies. Enrichment vocabulary strong technology games with ELA, SFL components are added to help achieve the project based research areas of instruction for early language learners.
<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Speaker/Institution</th>
<th>Session Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15 PM - 4:30 PM</td>
<td>BR-Continental Ballroom 3</td>
<td>Joe Cepeda Academic Cultural</td>
<td>•The ART in Language ARTs: An Integrated Literacy Approach</td>
<td>What are some strategies and techniques to analyze the elements of story grammar, craft and structure, and integration in art and Language Arts? During this workshop participants compare the similarities of the elements of art in the teaching of literature by analyzing stories and illustrations to identify plot, perspective, suspense, metaphor, juxtaposition, mood, theme and opinion. This workshop integrates science, mathematics, drawing and language arts.</td>
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<tr>
<td>3:15 PM - 4:30 PM</td>
<td>BR-Continental Ballroom 8</td>
<td>Tonya Ward Singer Tonya Ward Singer Consulting</td>
<td>•Opening Doors to Equity with Peer Observation Inquiry</td>
<td>Observation is one of the most powerful teaching skills especially in linguistically diverse classrooms. Learn how to lead observation inquiry (OI) a dynamic protocol for site-based, continuous professional learning that invigorates teachers while raising expectations and ownership for EL achievement. Lead observation inquiry to refine pedagogy, innovate and realize new possibilities for ELs. In this interactive session, gain tools to: (1) build trust and buy-in for peer observation; (2) focus observations on the student data that drive deep reflection; (3) build a culture of shared ownership; and (4) fuel continuous inquiry about impact. Through video analysis and simulations, hone your observation superpowers and learn a non-evaluative, trust-building protocol you can take back to your school to lead teams in observation inquiry for equity. Handouts include ready-to-use resources from Tonya Ward Singer’s bestselling Corwin book, Opening Doors to Equity: A Practical Guide to Observation-Based Professional Learning. Book signing will follow session.</td>
</tr>
</tbody>
</table>

Book signing immediately following session.
CABE 2016 - 4th Annual

Poetry Slam

With Slammaster Ramona Webb!

Friday, March 25, 2016
12:30 pm - 1:30 pm

Plaza Area in the Exhibit Hall, Grand Ballroom

Calling all poets and spoken word artists! Join CABE in our fourth annual multilingual Poetry Slam! Bring something prepared or be ready to ad lib!

Each participant will have 3 minutes to share their work, their talents, and their voice! Come and participate or be inspired by the words of others!

Hosted by: Ramona Webb, Spoken Word Poet

Ramona Webb is the Artistic Director of Lyrical Minded415 and Project ABLE, which is an art-based learning for equity curriculum implemented in Title I Neglected school sites. Mona moved to the Bay Area from Baton Rouge Louisiana where she was co-founder and president of The Baton Rouge Poetry Alliance for 7 years. She has a bachelor’s degree in Theater and is a conservatory trained Performance Artist. Mona is currently completing a M.Ed. degree at Lesley University. Ramona is the host, organizer, coach, and Slammaster of San Francisco’s The City Poetry Slam. Ramona has competed on the National Poetry Slam circuit for 15 years.

Raise your multilingual voice in word, lyric and rhyme!
The presenter will 1) introduce popular children’s books written in English and their translated Chinese version; 2) engage workshop participants in exploring the similarities and differences between the English and Chinese versions; 3) present instructional strategies for using both versions in literacy instruction (e.g., written language conventions, vocabulary, comprehension); and 4) invite participants to design some activities of using both versions in literacy instruction (even though attendees have limited knowledge about Chinese).

The annual commemoration of the Cinco de Mayo was created by Latinos living in California during the early days of the American Civil War, as a public statement that Latinos supported Lincoln’s goals of the abolition of slavery, racial equality in civil rights and government “of the people, by the people and for the people.” Latinos voted for Lincoln, and joined the United States Army, Cavalry and Navy in the fight to end slavery and white supremacy. Napoleon II, Emperor of the French, invaded Mexico in his quest to eliminate a constitutional government led by a democratically elected president, Benito Juarez, and install a monarch, Maximilian of Austria, who would be friendly to the rebelling slave states. But the French army was stopped in its tracks at the Battle of Puebla, fought on May 5, 1862, and they were not able to reach Mexico City to create an ally of the slave states during the early years of the Civil War. When news arrived in California of the French defeat, Latinos in California celebrated the victory with spontaneous celebrations, then institutionalized the celebration every Cinco de Mayo of every year, and the Cinco de Mayo became a symbol to Latinos of their goals of preserving freedom, racial equality and democracy in both the United States and Mexico.

In this interactive workshop, teachers from SFUSD’s Thurgood Marshall High School will present examples and best practices from their work with Internationals Network for Public Schools to redesign structures and instruction to integrate language development into all classes for newcomer ELs. In addition to enhancing opportunities for students to use English, teachers extended strategies to leverage students’ home languages to deepen opportunities for content area learning. Student stories, samples of student work, outcomes and lessons learned will be presented.
WORKSHOPS / SESSION 9  3:15 PM - 4:30 PM

•Step Up to Writing for English Learners

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 8

Zandra Galván, Gonzales USD

Grade Level: K-8
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Participants will engage in an interactive, hands-on workshop to create a foundation for literacy development in K-8 writing classrooms. This session will focus on powerful, yet practical teaching strategies from the “STEP UP TO WRITING” program created by Maureen E. Aumen. Participants will learn the basic components of the writing program, review the writing process, and understand the demands of Common Core Writing Standards. Workshop topics will include the prewriting/planning stages, purposeful graphic organizers, informal outlines, color-coding supports, two-column notes, one perfect sentence, and the benefits of hands-on manipulatives. Participants will walk away with excellent, engaging strategies that will allow our English Learners to become successful writers who can confidently break the writing code.

•On Your Marks...Get Set...Go! Create a Highly Cognitive Environment Through Reading and Writing

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 1

Omar Andrade, Corona-Norco USD

Grade Level: All
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Common Core and English Language Development state standards ask for a new approach to teaching that requires out of the box thinking. Through reading and writing, educators in the workshop will understand how to bring it all together by using research based approaches like SIOP. The goal to provide high quality instruction for all students can be achieved by creating lessons that use content in daily reading and writing lessons. Motivation, engagement, and creativity are just a few tools that I utilize to reach each student and help them achieve their academic goals. Let’s create a portfolio of ideas to take back to our classroom and use.

•Empower Parents/Enpoderar a los padres

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 6

Valentina Hernández, San Diego USD
Hermelinda Figueroa, San Diego USD
Adela Rothe Saldana, San Diego USD

Grade Level: All
Language: English, Spanish
Strand: Parent and Community Engagement
Audience Level: Experienced

It is important that parents get involved in their children’s school and be advocates for children. Get involved in ELAC, DELAC, SSC, Governance and PTA/PTO. Go to school Board Meetings and voice your concerns about education. Give your opinions and suggestions. Remember you are your child’s first teacher and you know when something is not right. Try to get other parents involved. / Es importante que los padres se involucren en la escuela de sus hijos/as y que abogen por los estudiantes. Involucrensen en ELAC, DELAC, SSC, Governance y PTA/PTO. Vayan a la junta de la Mesa Directiva del Distrito y hablen de sus preocupaciones sobre la educacion. Den sus opiniones y sujerencias. Recuerden que son ustedes los primeros maestros de sus hijos y saben quando algo no esta bien. Traten de involucrar a mas padres.
WORKSHOPS / SESSION 9  3:15 PM - 4:30 PM

•Arrange Your Schedule and Environment to Optimize Student Language Development

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 11

Tami Colón, Pasitos School
Carmina Allvarado Valdivia, Pasitos School

Grade Level: Preschool-2
Language: English
Strand: Early Childhood Education
Audience Level: New to Field/Experienced

This is a hands-on workshop designed to provide participants with ideas, strategies, and activities that can be implemented in the classroom next week. We will explore how to create fluidity in your schedule and environment to help children be ready to learn and optimize oral language development. We will go through actual schedules, classroom arrangements, and music and movement activities that will help your PK-1st grade children retain and produce Spanish.

•North American English (NAE) Dialects: Tools for Learning and Teaching

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 3

Matthew Dame, University of Southern California

Grade Level: All
Language: English
Strand: Standard English Learners
Audience Level: New to Field

This presentaiton addresses the importance of incorporating other dialects of English, such as African American Vernacular English (AAVE), in a Language Arts classroom. By raising student consciousness about these dialects, teachers will be creating a more multiculural and linguistic environment that supports the many student identities in their classrooms.

•Using Technology to Change the Game in Language and Literacy Acquisition

4:45 PM - 6:00 PM
Room: BR-Franciscan B

Jennifer Boyle, Benchmark Education Company

Grade Level: K-8
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

How can we change the game in language and literacy acquisition for all our diverse students? Find out how the TPACK framework and SAMR model can inform our instruction and lead to highly effective, intentional teaching with digital resources. This session emphasizes metacognition and text-dependent reading strategies, taken to another level, as students apply strategies in both print and digital formats, and in texts across the content areas. Example lessons showcase best practices in gradual release and teaching for transfer. In this hands-on session, educators explore supportive digital environments that motivate students, foster engagement and promote language and literacy acquisition, including close reading of complex text. By “teaching above the line”, we create authentic language and literacy experiences, while addressing 21st Century skills.
WORKSHOPS / SESSION 9  3:15 PM - 4:30 PM

• Best Practices in Communicating/Interpreting with Spanish and Indigenous Speakers

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 2

Carolina Serna, CSU Monterey Bay
Judy Cortés, CSU Monterey Bay

Grade Level: Preschool-12
Language: English
Strand: Parent and Community Engagement
Audience Level: Experienced

The interactive session will address ways to support parents and in particular non-English speaking parents as they participate in their children’s education. Specific attention will focus on parents who are native speakers of Indigenous languages from Southern Mexico (including Triqui and Mixteco). The presenters will share specific strategies for teachers and paraprofessionals to promote effective communication with parents.

• Planificación, implementación y éxito de un concurso de deletreo en español a nivel de preparatoria con la participación de estudiantes avanzados

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 6

María Josie Ervin, Fontana USD
Martha Moubarek, Hacienda La Puente USD

Grade Level: 9-12
Language: Spanish
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Con el propósito de impulsar y mantener el buen uso de la ortografía del español a nivel de Preparatoria, este taller presentará y demostrará los inicios de un concurso de deletreo al nivel local o distrital, y entre condados vecinos. Los estudiantes del curso de nivel avanzado (AP) Spanish Language and Culture fueron los concursantes en esta competencia sobresaliente que despertó el interés de los demás alumnos, padres de familia, maestros, medios publicitarios, diarios locales y otros distritos escolares. El objetivo de esta actividad académica se logró gracias a la colaboración de maestros de diferentes preparatorias y al apoyo de profesores de una universidad local. El resultado fue un renovado impetu por aprender a deletrear palabras complejas clasificadas por niveles de Principiante a Erudito. La presentación dará una visión global desde el comienzo hasta la emocionante y exitosa vuelta final en la cual se seleccionó a estudiantes que ganaron los premios del primero, segundo y del tercer lugar.

• Effects of Spanish English Dual Language Immersion on Student Achievement

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 10

Natalie Tran, CSU Fullerton
Sam Behesta, CSU Fullerton
Armando Martínez-Cruz, CSU Fullerton
Jacqueline Contreras, CSU Fullerton

Grade Level: All
Language: English
Strand: Research and Evaluation
Audience Level: New to Field/Experienced

In this session, we present quantitative findings on the effects of English Spanish dual language immersion on student achievement in science and mathematics in grades 3, 4, and 5. We discuss empirical evidence documenting the impact of dual language immersion, reveal analytical techniques utilizing comparative analysis, and illustrate the benefits and common misconceptions associated with dual language immersion. Lastly, we provide implications for serving disadvantaged students to be success in STEM education.
WORKSHOPS / SESSION 9  3:15 PM - 4:30 PM

•Eliminate Arguments, Multiple Warnings, and Repeated Requests – Forever!

3:15 PM - 4:30 PM
Room: BR-Franciscan A

Priscilla Diep, Los Angeles USD

Grade Level: All
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

In this presentation, you will learn research-based classroom management strategies that can be used immediately and will result in significantly more student engagement. These strategies will eliminate 90% of problem behavior, build strong student-teacher relationships, and increase academic performance. A very powerful format will also be provided for you to follow to develop your own lesson plans for rules and procedures that will help your students learn the skills they will need to be successful in your classroom.

•Building a Professional Learning Community Around Writing Development Within a Dual Language Program Elementary School

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 9

Gloria González, University of Southern California

Grade Level: All
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

In this session, we describe the process of analyzing student writing samples at two dual language elementary schools. We share the process for creating a common vocabulary around looking at student work in both English and Spanish. We use a holistic bilingual lens that honors the language of the whole child and is based on current holistic bilingualism research. Implications for biliteracy development and instruction will be discussed.

•The Researcher’s Notebook

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 22

Elena Gillespie, Chula Vista Elementary SD
Nancy Rojas, Chula Vista Elementary SD
Melissa Showman, Chula Vista Elementary SD

Grade Level: K-12
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Engage all learners with powerful research. This interactive session will provide participants with lessons aligned with new California State Standards, new English Language Development Standards, and Next Generation Science Standards. Students engage in inquiry, read informational text, and make meaning through collaborative conversations and differentiated levels of support. Information is synthesized into a series of writing pieces across all text types. Materials provided can easily be implemented and adapted in grades K-6. Fantastic EL scaffolds!

•Developing Biliteracy: Data-driven Literacy Interventions

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 2

Briana Ronan, Cal Poly San Luis Opispo
Julee Bauer, Cal Poly San Luis Opispo

Grade Level: K-8
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

This presentation features data-driven literacy interventions that support biliteracy (English and Spanish) development of K-8th English Learners. Through examination of in-depth case studies, presenters discuss how they collect data to diagnose literacy behaviors and in turn use scientifically-based strategies to support reading comprehension and writing skills in 1:1 interventions.
Para que nuestros hijos logren el éxito académico, es menester que los padres de familia se involucren en su desarrollo educativo utilizando la motivación como el medio más apropiado para proveer impulso y apoyo durante su vida académica. La motivación está basada en tres aspectos específicos del comportamiento humano: Estímulo, Dirección y Persistencia, que aunados con los principios, interacción dinámica, normas que promueven integridad y conceptos de auto-motivación, sería posible asegurar al obtención de una interacción efectiva. Durante ésta sesión, los participantes aprenderán la definición de los tres factores del comportamiento y la función específica que desarrollan en la motivación.

Dance - The Universal Language

The purpose of this workshop will be to empower teachers with different ways of integrating the art of Dance into their other daily subjects. We will look at classroom examples, plus participate in a “hands-on” dance lesson. Dance and movement can speak volumes, especially for language learners. My hope is that all attending will take with them the tools needed to feel more confident in integrating Arts into their core subjects.

Improve EL Literacy Up To Four Grade Levels In One Year

This presentation will focus on how I was able to assist my struggling EL students at Artesia High School to improve their reading and literacy abilities up to four grade levels in only one year. I will talk about the program that helped me achieve my success (applicable to grades 3-Adult, at home or in a classroom). I will also detail my implementation technique that led me to achieve enormous results. Lastly, I will open up the lecture to Q&A.

How Can Educational Leaders and Parents Support Immigrant Students in Successfully Attaining a Post-Secondary Degree?

Immigrant youth are the fastest growing population in the United States. In a global society, the upward
mobility and well-being of immigrant students is dependent upon schooling and a post-secondary degree. This workshop will identify influences that contribute to the successful attainment of a post-secondary degree by immigrant students. Parents will learn how they can support their children’s college endeavors as well as how to advocate for their children’s right to a post-secondary education.

• School Leadership Toolbox: Creating a Culture of Multilingualism

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 5

Barbara Kennedy, Center for Applied Linguistics

Grade Level: All
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

Providing effective school leadership in multilingual settings comes with its own unique set of challenges and rewards. Participants will engage in meaningful discussion surrounding hot-button issues in bilingual program leadership at the school level and explore research-validated tools designed specifically to guide and support leaders in effective bilingual program implementation. Topics of focus include leveraging family and community support, and promoting collaboration and shared ownership among school staff. Participants will explore practical tools and flexible strategies, and will collaborate with colleagues to draft an action plan for immediate use in their own school contexts.

• T’APP to Learn: Apps for Fun Language Learning

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 12

Grace McField, CSU San Marcos

Grade Level: All
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

Motivation is key to learning language, and what better way to motivate students than through apps that put fun at the center of language development? This interactive session will introduce you to an array of apps for learning English, Korean and Spanish. It will also provide a set of guidelines for reviewing apps and give you an opportunity to practice reviewing some yourself! You’ll leave confident in selecting great apps to provide individualized, differentiated platforms for noticeable student growth in any language!

• Speak Up with the Common Core!

3:15 PM - 4:30 PM
Room: BR-Yosemite A

Maya Goodall, Lingual Learning

Grade Level: K-8
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

Looking for ways to meet the Common Core Standards for Listening and Speaking in your ELD/Dual Language classroom? Learn how to get students collaborating in class discussions, an important element of the Common Core. Empower students with limited language or vocabulary to join the classroom conversation. Take our lesson design template and use it immediately with your students. With Common Core requiring students to exchange ideas, it’s time for students to speak up!
Our session will focus on tools that increase classroom equity and promote collaborative participation (rather than having devices “babysit” your students). We will show real student work samples, engage with several tech tools, and show you how you could start trying them out tomorrow. All are welcome, from hesitant newbies to tech warriors! Please bring your preferred tech device.

Grade Level: K-12
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

This presentation will share strategies used by the SFUSD District English Learner Advisory Committee to gather and relay the recommendations of parents of English Learners to inform the Local Control Accountability Plan.

La implementación de los estándares estatales comunes en los programas bilingües y de inmersión dual bilingües

Cristina Urbano, San Francisco USD
Julio Moreno, San Francisco USD

Grade Level: K-5
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Este taller les mostrará como el Departamento de Programas Multilingües está apoyando las escuelas del
Distrito Escolar Unificado de San Francisco (SFUSD) en la implementación de los Estándares Estatales Comunes, promoviendo la competencia multicultural a través del aprendizaje bilingüe y de la perspectiva del acceso y de la equidad.

- **Student Discipline and Student Placement Equity Issues: Legal and Legislative Advocacy Updates**
  
  3:15 PM - 4:30 PM  
  Room: Tower 3-Golden Gate 7  
  
  Mary Hernández, Garcia Hernandez Sawhney, LLP  
  Cynthia Rice, California Rural Legal Assistance, Inc.  
  Deborah Escobedo, Garcia Hernandez Sawhney, LLP  
  Franchesca Verdin, California Rural Legal Assistance, Inc.

  **Grade Level:** K-12  
  **Language:** English  
  **Strand:** Advocacy & Engagement  
  **Audience Level:** New to Field/Experienced

Over the past five years, there have been changes in the Education Code that directly impact students of color, English Learner students and low income student groups. This panel will discuss these changes and the issues that are most impacting these vulnerable student groups. Some of the issues to be addressed will include: 1) changes in laws governing student discipline aimed at reducing suspensions and expulsions; 2) unlawful placements in alternative schools; and 3) reentry issues impacting juvenile justice youth.

- **How to Use LCFF & LCAPs to Advance English Learner Equity**
  
  3:15 PM - 4:30 PM  
  Room: BR-Continental Ballroom 9  
  
  Verónica Flores Malagón, The Education Trust–West  
  Natalie Wheatfall, The Education Trust–West

  **Grade Level:** K-12  
  **Language:** English  
  **Strand:** Advocacy & Engagement  
  **Audience Level:** New to Field/Experienced

Do you want to learn about how LCFF and LCAPs can promote the academic success of English learners? The Education Trust-West will share LCFF and LCAP background, promising LCFF family engagement practices from various districts, and discuss recommendations for how you can advocate for EL equity.

- **Certificación binacional de aptitudes para mexicanos en el exterior**
  
  3:15 PM - 4:30 PM  
  Room: Tower 3-Golden Gate 5  
  
  Alfredo Rello, Colegio Nacional de Educación Profesional Técnica (CONALEP)  
  Enrique Alonso, Colegio Nacional de Educación Profesional Técnica (CONALEP)

  **Grade Level:** College/University, Adult  
  **Language:** Spanish  
  **Strand:** Professional Development/Teacher Preparation  
  **Audience Level:** New to Field/Experienced

La certificación de aptitudes se lleva a cabo mediante el proceso de evaluación que permite determinar si una persona cuenta con los elementos suficientes de habilidad, conocimiento y experiencia, para el desarrollo de actividades laborales específicas, en base a las necesidades requeridas por el sector productivo de la región.
Thinking Maps serve as a common visual language used in building a communication and comprehension bridge between languages. In the journey of learning a new language, Thinking Maps serve as visuals that, not only help make lessons comprehensible but offer students a way to express their learning. They have proven effective for helping students, including EL's, reach greater academic success and language proficiency. Educators will experience and understand how Thinking Maps will improve core instruction while dramatically increasing student engagement. Teachers finally have the tools for teaching content, language and critical thinking skills. Develop tomorrow’s learners by transforming today’s instruction.

Through telematics it replies to 4 critical lines of development for the knowledge society •Equal opportunities •Sustainability •Universal education •Internationalization Our Educational Offer for Mexicans abroad is: •Tourism Management •Community Development •Business Administration •International Marketing •Land Management •Political and Social Projects •Public Security •Software development •Environmental Technology Presentation Techniques •Lectures Participants will receive from this session: •Information about our educational offer for Mexicans abroad

Ed100 is a free online course in English and Spanish designed to help teachers, administrators and especially parent leaders improve our schools. You want to improve your school system? It starts with understanding it. With new funding mechanisms, new standards, new teacher training, and new state testing, knowing how the system works can be pretty confusing. Our goal is your goal: Develop informed parent leaders who are prepared to support our children and improve our schools. Participants are encouraged to bring their computers/smartphones for this workshop.
• El perfil cultural de un educador proficiente en programas de la educación migratoria: Cómo trabajar con familias migrantes y cómo aprender de sus experiencias

4:45 PM - 6:00 PM
Room: Tower 3-Powell

Reyes Quezada, University of San Diego
Fernando Rodríguez-Valls, CSU Fullerton

Grade Level: All
Language: Spanish
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

Esta presentación se enfoca en cómo podemos adquirir destrezas culturales que nos hagan ser proficientes tanto a nivel práctico como a nivel normativo y de leyes. El objetivo es cerrar la brecha que existe entre estudiantes migrantes y estudiantes que no son migrantes en términos de rendimiento académico y de integración en la comunidad. Resultados: La audiencia tendrá la oportunidad de evaluar en que lugar están ellos - las escuelas dónde trabajan o a dónde van sus hijos. Van a evaluar los distritos escolares, las oficinas del condado y las oficinas del programa de educación migrante en lo que se refiere al perfil cultural de un educador proficiente y los cinco principios que definen este nivel de conocimiento. La audiencia establecerá como se puede planificar e implementar un entorno de efficacia cultural para estudiantes migrantes y sus familias. La audiencia compartirá los retos y sus logros así como otros recursos que definen el perfil cultural de un educador proficiente y como este nivel de conocimiento se convierte en una herramienta indispensable para los administradores de las escuelas y los líderes de la comunidad.

• Using Leveled Texts to Differentiate Spanish Literacy Instruction: Santillana USA's Descubre el español Anthologies, K-5

4:45 PM - 6:00 PM
Room: BR-Franciscan C

Barbara Jones, Santillana USA

Grade Level: K-5
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

Authentic Spanish instructional materials that include leveled texts can assist dual language and bilingual teachers in delivering differentiated reading instruction in a variety of instructional settings. Presenter will demonstrate how leveled Spanish anthologies can provide content-rich opportunities to acquire appropriate linguistic, cultural and literacy skills in a comfortable and natural environment.
2016 Film Festival

ABRAZOS

SPECIAL GUEST: DIRECTOR LUIS ARGUETA

LOCATION: IMPERIAL A

FRIDAY, MARCH 25, 2016
4:45 PM-6:00 PM

ABRAZOS tells the transformational journey of a group of U.S. citizen children, sons and daughters of undocumented immigrants, who travel from Minnesota to Guatemala to meet their grandparents -- and in some instances their siblings -- for the first time.

There are 4.5 million other U.S. citizen children who, like them, have at least one undocumented parent and are part of mixed-status families, ABRAZOS is the story of 14 of them. Even though they are entitled to the same rights and freedoms as all Americans, many of these children are growing up with the constant fear of separation from their parents. In addition, never having met their grandparents, they don’t have a clear sense of who they are or their heritage. ABRAZOS is a film that reflects the hopes, dreams and fears, of these transnational-families who are able to embrace each other, share stories, strengthen traditions and begin to reconstruct their cultural identity.

Director & producer, Luis Argueta, will introduce his film and be present for a Q&A session after the screening.
Banquet
7:00 pm - 9:00 pm • Continental Ballroom B

Entertainment
José Luis Orozco and 123 Andrés

Welcome
Hosts
Raul Maldonado, CABE Board of Directors
Director of Financial Affairs
Jan Gustafson Corea, CABE CEO

Special Welcome
Francisca Sánchez, Immediate Past President,
CABE Board of Directors

Student Essay Contest Winners

K-2nd Grade Award
Sofia Grace Ward
2nd Grade, Thomas Edison Elementary School
Glendale USD
Teacher: Karen Montes

3rd-5th Grade Award
Antonio Campbell Rodríguez
4th Grade, Adelante Spanish Immersion School
Redwood City USD
Teacher: Elanor Dougherty

6th-8th Grade Award
Emily Cardwell
6th-8th West Marin School
Shoreline USD
Teacher: Vanessa Staples

9th-12th Award
Alana Resendez
Sierra Vista High School
Baldwin Park USD
Teacher: Charlene Fried

Seal of Excellence Schools
Anacapa Middle School
Ventura USD

Burbank Elementary School
Hayward USD

Las Animas Elementary School
Gilroy USD

Meadow Homes Elementary School
Mt. Diablo USD

Walnut Elementary School
Baldwin Park USD

Closing Comments

Dance
“August”

CABE Thanks Our Sponsors

The SOBRATO Family Foundation

Stay Connected with CABE: www.bilingualeducation.org
AUGUST has been entertaining people in the South San Joaquin Valley since 1974. The band will be celebrating our 40th anniversary this year and is still going strong. Quite a musical accomplishment! Our mixture of Old School, Latin Rock, traditional Spanish, and Top 40 music has been our signature to success. When AUGUST is playing, everyone is definitely dancing!

AUGUST has been rocking venues large and small. Experience in large venues has included opening up for such artists as The Gap Band, Frankie Valli, The Four Seasons, El Chicano and Malo, to just name a few. Our recent gigs have included Paul Rodriguez Comedy Show After Party 2013, Cancer Awareness Golf Tournament, along with many private parties, wedding dances, community fundraisers, etc.